



**Rising Sun
Montessori School**

2024/2025

**Family
Handbook**

4940 Robert J. Mathews Pkwy.
El Dorado Hills, CA 95762
916.936.2333 / 530.350.9500
www.risingsunmontessori.org

TABLE OF CONTENTS

I.	Welcome to Rising Sun Montessori School Welcome, Vision, History and RSMS Charter	1
II.	Admission, Placement and Attendance	2 - 7
III.	Educational Program and Overview	7 - 14
	Montessori Overview, Curriculum, Assessments/Grading/Testing, Field Trips, Dress Code, Special Needs/504 Accommodations, Student Records, Technology, Media Exposure	
IV.	Health & Wellness	14 - 16
	Illness, Immunizations, Diseases, Medications at School	
V.	Student Emergency & Safety	17 - 18
	Campus Safety Policies, Fire Drills, Emergency Procedures, Pets on Campus	
VI.	Family and the Community	19 - 22
	Philosophy, Parent/Teacher Conferences, Participation, Communications, Birthdays & Traditions, Parent Association, Lost & Found	
VII.	Student Conduct and Discipline	22 - 37
	Philosophy, Student Conduct, Discipline/Behavioral Guidelines	
VIII.	Grievance Rights and Procedures	37 - 50
IX.	Annual Notifications for Parents	51 - 75
X.	Family Handbook Acknowledgement Form	76

I. Welcome to Rising Sun Montessori School

Welcome Statement

On behalf of the staff, families, students, and Board of Directors of Rising Sun Montessori School (RSMS) we want to welcome you and your child to a community of learners in pursuit of an excellent Montessori education.

Handbook Use and Purpose

This handbook is designed to help family members and students get acquainted with RSMS. It explains some of our philosophies, beliefs, structures, procedures, and policies. Although this Handbook is not intended to be an official policy manual, we hope that it serves as a useful reference to you while your child is enrolled at RSMS.

Because RSMS is a growing and changing organization, it reserves full discretion to add, modify, or delete parts of this Handbook, or the policies and procedures on which they may be based, at any time.

Mission Statement

The mission of Rising Sun Montessori School is to provide an authentic Montessori school that embraces the diversity of our students, parents, and teachers. Our school community will nurture the individual needs of each child in a learning environment that encourages students to be self-directed, avid learners who are prepared for a diverse world.

Vision of RSMS

The vision of RSMS is to implement an effective educational program that has:

- **High Expectations:** Students who are expected to adhere to high standards of student behavior and academic achievement. Life-long guidelines that are directly taught and modeled by staff. Students who are expected to demonstrate these values in their schoolwork as well as their interactions with peers and adults.
- **Significant Support:** Smaller class sizes, and strong academic, social, and support programs.
- **Talented Staff Sustained by Extensive Professional Development:** Our school staff will improve their performance with a high emphasis on professional development goals, training and evaluation tools.
- **Parent and Community Involvement:** Parents who support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. Parents will be a valued and included member of the school culture. Parental input will be actively solicited. The school will continue to develop meaningful community partnerships to help sustain and deliver its educational mission.

Rising Sun Montessori Charter

Charter schools are non-sectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The “charter” establishing each such school is a performance contract detailing the school’s mission, program, goals, students served, methods of assessment, and ways to measure success. The charter for Rising Sun is for five years. At the end of the term, the entity granting the charter may renew the school’s contract. Charter schools are accountable to their sponsor, in our case, Buckeye Union School District, to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that authorizes them, the parents who choose them, and the public that funds them.

II. Admission, Placement and Attendance

ADMISSION POLICY

Students will be considered for admission without regard to race, ethnicity, national origin, religion, gender or achievement level and any other characteristics as listed in Education Code section 220.

Admission Priority:

1. Siblings of current Rising Sun students
2. Children of Rising Sun employees
3. Children of Rising Sun founding team
4. Children with prior Montessori experience
5. Students considered to be “in-district”, or residing within the boundaries of Buckeye Union School District.
6. All other applicants
7. Students who have been withdrawn previously by parents pending disciplinary action for behaviors or who were involuntarily removed due to a lack of attendance.

Enrollment Process:

- A separate application must be completed for each child.
- Parent/Guardian must guarantee that this application is completely filled out and the information provided is accurate. If the information is misrepresented, the child may lose their admission spot, if offered one.
- Parent/Guardian is responsible for understanding RSMS admission policy and for informing the school of changes in contact information.
- Prospective first grade students must be 6 years old by September 1 of the current school year.
- Lottery for all grades will be held in March. Parents are welcome to attend. Subsequent lotteries will be scheduled if needed.
- In the spring, current RSMS families will be asked if they intend to return in the fall.
- Families of applicants who are offered admission shall have 5 business days to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. All admitted applicants who noted prior Montessori experience on their application will also be required to provide proof of prior Montessori experience in their enrollment packet. Any families who decline admission or who fail to confirm by submitting a complete enrollment packet shall lose their position to the next name on the waiting list.
- As openings occur, families on the Wait List are notified by via email and given 5 business days to respond in writing to the offer for placement. Supplying the school with alternative numbers and e-mail address information is encouraged.
- A student can only be enrolled at one school; should another school request student’s records after parent/guardian has accepted placement at RSMS, students will be dropped from RSMS’s class list and the student’s records forwarded to the requesting school.
- Wait lists are not carried over to the following year. **A new application MUST be completed each year.**
- Students must agree to follow attendance and behavioral standards outlined in the Family Handbook.
- If a student is not in good standing academically and/or behaviorally, student and parents/guardians will

meet with the Head of School and agree to a behavior or academic contract.

Homeless Students

RSMS abides by all federal policies regarding homeless students. Please contact the Head of School if you have questions, become homeless, or would like a copy of the complete policy.

Foster Child

RSMS abides by all state and federal policies regarding foster children. Please contact the Head of School if you have questions, become homeless, or would like a copy of the complete policy.

Nondiscrimination Statement

RSMS does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The RSMS Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The RSMS Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

RSMS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

RSMS does not discourage students from enrolling or seeking to enroll in RSMS for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. RSMS shall not encourage a student currently attending RSMS to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with RSMS's charter and relevant policies. RSMS does not request nor require student records prior to a student's enrollment.

RSMS shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including Appendix G – Know Your Rights can be reviewed via the following link:

<https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

RSMS is committed to providing a work and educational atmosphere that is free of unlawful harassment, including cyber sexual bullying, under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. RSMS prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual

orientation, or any other basis protected by federal, state, local law, ordinance or regulation. RSMS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. RSMS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the RSMS Uniform Complaint Procedures (“UCP”) Compliance Officer.

The lack of English language skills will not be a barrier to admission or participation in RSMS’s programs or activities. RSMS prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Placement

The School reserves the right to place students in grade levels determined by assessments, regardless of grade level a student was in at a previous school. For example, if a student applying to enter the fourth grade is assessed below the fourth grade competency level, the School may offer admission to the lower and more appropriate grade.

Student Promotion/Retention

Montessori instruction accommodates the varying interests and academic development of individual students. Students will progress each year by completing the Montessori and State Standard curriculum necessary to support their success at the next grade level.

When considering promotion (accelerating a student an additional grade level), the child’s social and emotional growth is to be taken into consideration. Parents, teachers, and the Head of School will determine if this is the best course of action for the student by using criteria such as intellectual maturity, academic achievement, including standardized testing, physical, social, psychological, and emotional considerations.

Retention (remaining at the same grade level for a second year) is an action that may be taken to assist a student to be more successful in their learning. Risk for retention should be identified as early in a child’s school career as possible. As soon as identified, the teachers and Head of School should begin interventions to assist the student in areas of concern. Parents should be included in this discussion as early in the school year as possible.

Students are to be identified for retention or promotion on the basis of:

- Academic achievement and standardized testing
- Physical, social, psychological, and emotional considerations
- Special needs
- Information provided by teacher(s), parents, or guardians

The demonstration of individual student learning is to be measured by, but not limited to, the following:

1. Student grades in Reading/Language Arts and Math (more than one grade level above / below)
2. Albanesi (Montessori) assessments in Reading/Language Arts and Math (more than one grade level above / below)
3. State testing scores in Language Arts and Math (assessing below or far below basic in all subject levels / assessing at advanced in all subject areas)
4. Writing Assessment (same as above)
5. The meeting of the intervention goals determined by the Student Study Team (“SST”)
6. Renaissance Star Testing for Grade Level achievement in Math and Language Arts

Exit Procedure

Should you find it necessary to withdraw your child from the School, you should notify the School Office immediately. A written, signed and dated statement should be submitted by the parent(s) as soon as they are sure the child will not be attending RSMS.

An exit interview may be conducted with all exiting families and the Head of School will attempt to schedule the interview. In the event the Head of School is not available during the exit interview, a Board member will conduct

the interview. The Head of School or Board member will report the results to the Board.

ATTENDANCE

Attendance Philosophy

At RSMS, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all our students. Student attendance becomes a pattern and missing school regularly not only is detrimental to a child's learning, but can also create poor learning habits. Attendance is taken daily and reported to the state. A child is considered absent when the child is not in school. If a child is sick and cannot operate at school, or has a communicable illness, and in consideration of other students, it is best for the child to stay at home to rest and recover. Additionally, if a student has a fever of 100 degrees or higher without medication, they must stay home until they are free from fever without fever reducing medication for a 24-hour period.

Students are required to make up any and all work missed during their absence. Students are responsible for contacting teachers for make-up work missed during any absence, regardless of the reason.

Excused Absences

Excused absences are absences where a student is too ill to report to school or has a medical, legal, dental appointment or death in the family. All absences require appropriate documentation, i.e. note from home, a signed or stamped note from a doctor of medical facility, court documents, etc. If appropriate documentation is not provided, the absence will be considered unexcused.

A parent or caring adult must notify the school the **same day** of absence by telephone, letter, e-mail, or in person. Please do your best to inform us of an absence by 8:30 a.m. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused.

If a child exceeds 8 unexcused absences, the school will require a conference between parent, student, and administration to devise an action plan for ensuring the child does not fall behind in school. The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.

The Every Student Succeeds Act ("ESSA") requires RSMS to report to the State of California on what ESSA considers "chronic absenteeism" which is defined as having missed 10% of the school year, based on attendance reporting.

Unexcused Absences/Truancy

Rising Sun Montessori School shall implement positive steps to reduce truancy, such as communication with parents/guardians, the use of Student Attendance Success Teams, School Attendance Review Boards up to and including involuntary withdrawal from Rising Sun.

Level 1: Attendance Letter Sent Home for any of the following:

5 total absences if enrolled at school start date

5% of the eligible school year attendance dates if enrolled later than the school start date.

6 Unexcused tardies of less than 30 minutes.

1 unexcused tardy or absence of 30+ minutes will trigger an attendance letter. (ie, no Dr. note)

Level 2: Referral to School Attendance Success Team and Attendance Contract

10 total absences

8% of the eligible school year attendance dates if enrolled later than the school start date.

10 Unexcused Tardies of less than 30 minutes

3 unexcused tardies or absence of 30+ minutes

Level 3: Referral to El Dorado County School Attendance Review Board

17 total absences

10% of the eligible school year attendance dates if enrolled later than the school start date.

14 tardies of less than 30 minutes

4 unexcused tardies or absence of 30+ minutes.

Level 4: Involuntary removal of the student from Rising Sun. Involuntary removal will be initiated in accordance

with the Involuntary Removal Process as a result of any of the below
20 total absences
12% of the eligible school year attendance dates if enrolled later than the school start date.
18 tardies of less than 30 minutes
5 unexcused tardies or absences of 30+ minutes

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, the School Attendance Review Board or probation officer may ask the County Superintendent of Schools to request a juvenile court petition on behalf of the student.

Involuntary Removal Process

No student shall be involuntarily removed by RSMS for any reason unless the parent or guardian of the student has been provided written notice of the RSMS's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with RSMS's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until RSMS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to RSMS's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, RSMS will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of RSMS's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent RSMS from making a similar recommendation in the future should student truancy continue or re-occur.

Tardy Policy

All students are expected to arrive at school on time. A student is considered tardy if the student is late to school (i.e., arrives after 8:30am). Parents/Guardians must sign-in their student(s) at the office when they are tardy. The student will receive a tardy slip to bring to the student's teacher.

Tardiness is only excused if a student has a medical, dental, legal appointment or there has been a death in the family. All excused tardies require appropriate documentation. Please notify the office if you know ahead of time that your student will be tardy due to one of the above reasons.

There will be a limit to the number of unexcused tardies allowed.

Five (5) unexcused tardies = Official notice from the School

Eight (8) unexcused tardies = Intervention Conference with student, parent, administrator

III. Educational Program and Overview

Montessori Overview

Maria Montessori was truly a pioneer in her day. Montessori pursued an education in science and became the first female physician in Italy, practicing with the University of Rome. Because of her background in pediatrics and psychiatry she was given a special assignment to run an experimental childcare in the poverty-stricken slums of the St. Lorenz Quarter in Italy. Because she was a scientist, and accustomed to observation, she made keen discoveries in her early work with children that inevitably led to her development of the Montessori Method.

Some of the principle foundations of the Montessori Method include:

- Teachers focus on the child as a person, not on the daily lesson plan;
- The teacher's role is to mentor students to think independently, explore, investigate, and discover;
- Teachers should present students with a carefully prepared environment that fosters warmth, safety, and confidence;
- Classrooms are a collaborative community of students in three-year multi-age groupings;
- Students will have mobility to engage in their environment in a meaningful way;
- Students have the confidence to view mistakes as an opportunity to learn;

Montessori education is found in hundreds of countries around the world. In the United States alone there are more than 8,000 Montessori schools, including over 400 public schools that use the Montessori Method. It is based on scientific research and has proven results in high student achievement and satisfaction with learning.

Curriculum

Students at Rising Sun Montessori School study traditional subjects in the areas of Math, Science, English, Social Studies, and Art, with relation to the Common Core State Standards; moreover, these subjects are presented to the students in new ways that make the curriculum more meaningful to the backgrounds and lives of our students. Our courses are designed to prepare students for both life and the world of work, as well as to encourage them to think critically and creatively. An emphasis continues to be placed on utilizing science and technology to advance the educational achievement and career development of our students.

Utilizing the Montessori Method of Education, Rising Sun Montessori School provides students:

- uninterrupted work periods of 90-minutes to three hours, to allow students to develop concentration; repetition of work is allowed until the student feels satisfied and ready to move on.
- the methods for students to resolve their conflicts in a peaceful manner; peace education is incorporated into curriculum with grace and courtesy lessons modeled daily.
- opportunities to think, reflect, problem-solve, and make decisions on what they have gathered using critical thinking skills they have developed.
- ample time to observe, explore, and master materials, answering any and all questions they have about a concept that is introduced.
- a Montessori teacher who is a classroom facilitator, creating an atmosphere that empowers students to speak up in front of groups and share their ideas.
- emphasis on individuality; students have the freedom to move around the classroom to discover new concepts and explore them at length.
- freedom within limits, to discover and build confidence in an environment that supports healthy self-esteem. Intrinsic motivation aides in developing good work ethics.

- mixed-age classrooms for children to teach and learn from each other; classrooms are designed to create an atmosphere of family.
- carefully prepared class environments to set a calm tone for the student to organize their thoughts and work in a methodical manner, encouraging self-discipline.
- time for students to progress through materials at an individual rate; students can recognize their own errors and troubleshoot the possibilities to arrive at another solution.
- the chance to spot their own errors, in an environment that is free from shame, but rather, supports errors as a tool for learning; repetition of work internalizes their feelings of success.
- materials for students to discover a multitude of possibilities with extensions to lessons and concepts that were previously mastered.
- multi-sensory materials throughout the classroom allow children to enjoy awakening their senses through physical, hands-on exploration of real-world concepts.
- Montessori classrooms are child-centered. Students are engaged through Great Lessons, point of interest, hands-on experiments and exploration; the Montessori teacher encourages a child's natural sense of wonder.
- the classroom as an environment of "work as play"; teachers bring in new concepts and materials to engage a student's curiosity and imagination in a fun and challenging way.
- encouragement to view learning as a life-long habit, realizing there is always room for improvement.

MONTESSORI ASSESSMENTS, GRADING, AND TESTING

Assessments

Assessment in the Montessori classroom is the hourly, daily, and weekly appraisal of a student's progress at RSMS. Early in their educational career at RSMS, students learn self-assessment from the prepared environment of self-correcting materials and the examples/modeling provided by the teacher. Self-assessment, self-reflection and self-correction are important lifelong skills that students acquire from the earliest years in a Montessori environment. Additionally, students also learn that their learning is a partnership with their teachers and parents.

Adults and students establish and agree upon daily, weekly, and monthly goals. Teachers maintain written records of the work presented and mastered, and each child has an individualized "work plan" which is used to guide them through the lessons and academic work required for that week.

At any given time, a Montessori teacher knows precisely where a child is: academically, developmentally, socially and emotionally. With frequent one-on-one interaction and individual, personalized assessment of student work by the classroom teacher, issues and concerns are quickly addressed as they emerge.

RSMS teachers conduct Montessori Assessments (Albanesi) for placement in Montessori Math and Language. Pre-tests and post-tests are conducted to assess student mastery of concepts. Reading assessments are conducted for appropriate reading levels, and additional assessment tools are utilized to determine areas where a student may need reinforcement, as well as to demonstrate a student's academic advancement in any subject area.

Grading

In such a highly structured program, parents are alerted quickly to any concerns throughout the year. Additionally, RSMS provides formal documentation of the student's progress throughout the year.

Ongoing assessments will be used by teachers to evaluate student progress in the instructional process, and may need to be modified over time as deemed necessary. First trimester progress will be reported to students and parents through individual conferences with teachers. Student led conferences will be used as much as possible, depending on the grade level. At second trimester, student progress will be reported on the school's standards based report card and will include a Montessori Progress Report.

Essential standards will be highlighted, and relative progress on all standards addressed will be marked. At the end of third trimester, or year's end, achievement levels for each grade level standard will be indicated on the standards based report card, along with a year-end portfolio presentation designed to illustrate the student's growth through

the year. Individual student conferences will be held at any time based on teacher or parent request

Testing

Rising Sun Montessori School participates in standard grade level tests for grades 3 and above. Assessment data, including SBAC scores, standards based report cards, Montessori Progress Reports, interim benchmark assessments, teacher observations, portfolios, and other assessment tools as appropriate, combine to form a battery of multiple measures, disaggregated annually by gender, ethnicity, language, and other significant category.

CAASP (California Assessment of Student Performance and Progress)

Students in grades 3-8 and 11 will take two Math tests (a Math Computer-Adaptive Test and a Math Performance Task), two English Language Arts (ELA) tests (an ELA Computer-Adaptive Test and an ELA Performance Task), as well as a computer based science test in grades 5 and 8. CAASPP testing takes place in the Spring. Notwithstanding any other provision of law, a parent's or guardian's written request to the Head of School to excuse his or her child from any or all parts of this state assessment shall be granted.

RSMS uses an online data management system to provide teachers with instant access to data, literacy assessments, and multiple measures for every student. Teachers are able to review and reconfigure data so that they can have a detailed analysis of current students and new incoming student groups each year. This system is used in conjunction with progress monitoring interim assessments to monitor all students' progress annually, and to monitor students needing additional support tri-annually.

Homework Policy

Homework is not a traditional component of the Montessori philosophy because it is hard to re-create the Montessori classroom environment in each student's home. However, RSMS acknowledges that homework can be a valuable way to extend the classroom lessons, giving students extra practice and review of the concepts they have learned, as well as learning how to be disciplined and responsible with time management.

Homework assignments may consist of weekly math drills, spelling practice, reading or research projects. It should relate to classroom instruction, reinforce and extend learning, promote immediate recall of basic skills, and match the student's needs and academic level. RSMS teachers have developed their own homework practices that will be shared with parents at the beginning of each school year. Homework which is not completed by the due date must be completed by the following Monday. Habitual failure to complete homework will result in a conference with the Head of School, the parent, and the student. A behavioral contract may be put in place for homework completion.

Field Trips

Teachers schedule field trips to correspond with lessons in the curriculum. Field trips are an integral part of our enrichment curriculum and are treated as regular school days. Parents will be notified in advance when their child's class is going on a field trip. Drivers and chaperones will be requested as needed. All field trips begin and end at the school site. Individuals cannot "join up" on the way or at the field trip location.

Students will NOT be allowed to participate on a field trip unless they have turned in a signed permission slip.

California Law (Effective 01/01/2012):

- Children under the age of 8 must be secured in a car seat or booster seat in the back seat.
- Children under the age of 8 who are 4'9" or taller must be secured by a booster seat or a safety belt in the back seat.
- Children who are 8 years and over shall be properly secured in an appropriate child passenger restraint system or safety belt.
- Passengers who are 16 years of age and over are subject to California's Mandatory Seat Belt law.

Buckling up is the single most effective thing you can do to protect yourself in a crash. Also, seat belts are the best defense against impaired, aggressive, and/or distracted drivers.

If you do not want your child to attend a specific field trip, your child's teacher will make arrangements for your child to take their regular school work to another of our classrooms during the time that the child's class is off-

campus. Attendance is taken on field trip days, and absences due to a choice to opt-out of a field trip will not be excused.

FIELD TRIP DRIVERS/CHAPERONES/VOLUNTEERS:

All adults that may participate in a field trip must be cleared by the RSMS office. In addition they will follow field trip protocols, which include, but are not limited to the following:

1. It is NEVER permissible to take children to destinations other than what is on the field trip permission slip.
2. It is NOT permissible to buy food or snacks for the children riding in your car, including your own child.
3. Only RSMS cleared adults may chaperone/volunteer/drive or attend any field trip.

Fully cleared parents or aides may be requested to attend fieldtrips if it is determined their child requires additional assistance during an off-campus setting.

Please refer to the RSMS Volunteer Clearance Guide found in the Enrollment Packet or in the office.

SCHOOL DRESS CODE POLICY

RSMS generally follows the dress code policy in effect for the Buckeye Union School District...as follows:

Students should give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate, including clothing that provides appropriate sun protection. Students' dress and grooming must not present a health or safety hazard to themselves or others or a distraction that would interfere with the education process. A student who violates the dress code may be subject to disciplinary action.

The development of attitudes and behavior patterns in dress and grooming should be a part of each student's total educational experience. School clothing is, in some degree, a reflection of one's attitude about self and school. We try to maintain a professional, friendly atmosphere in which teachers can teach and students can learn. Students are expected to attend school in clean, neat clothing. Dress, hair style, or makeup that is distracting in nature or interferes with the study habits of students in the class or school shall not be acceptable. The following guidelines are intended to define appropriate student attire and personal grooming.

1. Shoes must be worn at all times. Backless shoes, "wheelies", or shoes with wedges or heels higher than 1 inch are not permitted.
2. Clothing, jewelry and accessories shall be free of writing, pictures, or any other insignia which are crude, vulgar, defamatory, profane or which advocate prejudice based on race, gender, religion, disability or another legally protected characteristic, incite violence, the violation of a school rule or the use of drugs or alcohol, deemed to be gang related, or considered inappropriate.
3. Hats may only be worn outside and with the brim facing forward. Head coverings may be worn for religious reasons.
4. Clothes shall be sufficient to conceal undergarments and upper torso at all times. See-through or fish-net fabrics, halter tops, tops with straps less than 1" wide, off-the-shoulder, low cut, bare midriff or bareback tops, crop tops, and half shirts, skirts or shorts shorter than mid-thigh are prohibited. Mid-thigh is generally defined as the point where fingertips touch when a student is standing upright with arms straight down. Revealing pants or shorts worn too low are not allowed. Holes, rips, or tears in pants should not expose skin above the knee.
5. Hair shall be clean and neatly groomed and may not distract the learning environment. Hair may not be sprayed by any coloring that would drip when wet.
6. Shorts and other appropriate undergarments shall be worn under dresses and blouses for the sake of modesty and while participating in PE or playing on equipment.

7. Sunglasses may be worn out to recess unless they are deemed a distraction or a problem of any kind. They must be put away when in the classroom.
8. Other articles or apparel which may be considered objectionable or dangerous may be prohibited by the Head of School.

Students wearing inappropriate attire or footwear will be sent to the office and will be asked to call their parent or guardian. Students will be given the opportunity to change into appropriate clothing, if available at the school site, or request the parent to bring a change of clothing or footwear. Students will return to class upon meeting dress code standards.

Student Storage Areas

Each student will receive their own storage area in which they store their belongings. At the end of each day it is your child's responsibility to check their storage areas and take items home. When the students are in school it is our job to teach them to act independently. It will help the teachers and benefit the students if parents are consistent in modeling these expectations when they pick their children up from school.

Personal Belongings at School

Students **should bring** the following items to school **every day**:

- Reusable lunch box/bag
- Reusable water bottle (recommended on P.E. days)
- Inside shoes are optional (can remain at school)
- Sweater, outerwear, if necessary (please see dress code)

Students **may bring** the following items:

- Books
- Objects related to our studies (please see "Sharing")

Students **may NOT bring** the following items to school:

- Any over-the-counter or prescription medication; including cough drops, and medicated ointments or lotion
- Backpacks
- Balls, Frisbees or other outdoor play equipment
- Toys or stuffed animals
- Electronic devices or games
- Trading or playing cards
- Cellular phones and watches must be handed to the classroom lead teacher for storage at the beginning of each school day. Students will be handed their phones and watches at the end of each day.
- Make-up
- Gum

Teachers will confiscate any items which are not permitted at school, or items which cause distraction during class time. Confiscated items will be returned to a parent, not to the student. RSMS is not responsible for any theft, loss, or damage of any personal item that a student brings to school.

STUDENTS WITH SPECIAL NEEDS

RSMS admits and serves students with special needs under the *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 et seq.), state legislation, and pursuant to the State Board of Education's rules and policies.

Students with special needs shall receive a free appropriate public education ("FAPE") in the least restrictive and appropriate environment. RSMS will refer every student suspected of having a disability for a multidisciplinary diagnosis and evaluation. RSMS may initiate this process with a Student Success Team ("SST") meeting for which the parent will receive prior notification.

Parents have a right to request a psycho-educational assessment at any time. That request must be put in writing. Special Education services are available for students who qualify and an Individualized Education Program (“IEP”) is then written to support those students in the least restrictive environment. RSMS will provide appropriate services for those students who have an IEP. If you believe your child may be eligible for special education services, please contact the Head of School.

Policy on 504 Student Accommodation

Background

The 504 plan refers to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which prohibits discrimination on the basis of disability in any federally funded programs or activities, including federally funded elementary, secondary or post-secondary schooling. Additional information about parent/student rights regarding Section 504 are available in your enrollment packet.

Process

1. The first step in establishing a 504 plan is gathering information. The vehicle that is used for this process at Rising Sun Montessori School is the SST Meeting. This meeting generally includes the student’s parents, teacher(s), and other school staff. During this meeting information about the student’s strengths, known information (classroom and home academic performance and behavior) and concerns are shared.
2. The team then brainstorms strategies they think will address the team’s concerns. Based on these strategies, a plan to help the student be more successful in school is developed. This plan may include assessment and/or classroom observations in preparation for writing a 504 plan.
3. After the needed information is gathered, a follow-up SST meeting will be scheduled. During this meeting the team may modify the plan developed during the last SST meeting, develop a new informal behavior or academic plan or write a 504 plan for the student.

Qualifications

In order for a student to qualify for a 504 plan, there must be evidence that the student has a physical or mental impairment that substantially limits one or more major life activities. (If the student requires more comprehensive supports and services to access their education, the SST team may refer the student for special educational evaluation). After a student is determined to be eligible under Section 504, a 504 plan will be developed as determined by the SST team. If a parent requests in writing that the parent’s child receive assessment for a 504 plan, a 504 plan meeting (which follows the SST meeting format described above) will be conducted.

The complete RSMS 504 Policy is available for review in the main office.

TECHNOLOGY IN THE CLASSROOM

Rising Sun has created and adopted a Technology Use Policy and Agreement Form to ensure that students’ access to, and use of the Internet is consistent with the educational goals and purposes of RSMS and in compliance with Children’s Internet Protection Act (CIPA). RSMS sets forth student responsibilities and duties when accessing and using the Internet through RSMS equipment and resource network maintained by RSMS. RSMS has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with RSMS equipment and resource networks. RSMS stresses that an inappropriate use does not always mean that the use in itself is “bad” or illegal, but only that the use does not further the educational goals and purposes of RSMS. Students are reminded that their use of RSMS equipment and resource networks reflect upon RSMS, and students should guide their activities accordingly.

- School officials retain reasonable discretion to apply this and related School policies to determine when a proper or improper use exists and what sanctions, if any, may apply.
- The School and its staff take all reasonable measures to guide, monitor, and protect students in their use of the School’s technology resources, including the use of software filters to block inappropriate and unwanted materials including but not limited to content that is: (a) obscene; (b) child pornography; or (c) harmful to minors. RSMS provides its students with age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include,

but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using RSMS technology. However, parents/guardians are primarily responsible for instructing their children in the proper values governing the use of such resources. Parents/guardians should communicate to their children an understanding of responsible and safe use of these resources and monitor their children's use of such resources at home or anywhere outside the School's jurisdiction.

- School technology is to be used for educational, organizational, and communication purposes directly related to the School's educational mission and program. Unless otherwise prohibited, personal or incidental use of School technology resources are permitted if such use complies with these policies, is reasonably limited, and does not interfere or threaten with the School's operational and educational objectives.

Student Use Policy

- Be polite. Do not write or send abusive messages. Use appropriate language.
- Be respectful. Do not view or modify other's work/data; to include student folders and work books. Treat the equipment with care.
- Be trustworthy. Do not alter the computer, screensaver, sounds, settings, etc.
- Use of the computer is for classroom research only as supervised by the teacher.

Prohibited Uses of School Technology

- Personal use – no emailing, no social networking sites like Facebook, YouTube, or blogs, etc.
- Disclosing personal identifying information about themselves or others
- Using technology to access prohibited materials (i.e. vulgar, offense, inflammatory language, material, or images, including sexually explicit materials, language or pictures)
- Accessing or trying to access school files, or "hacking" into other systems and materials where authorization is not permitted
- Games/gaming is not allowed
- Downloading software or attachments without prior authorization
- Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs
- Using email, social media sites or other avenues to engage in "cyberbullying" activities
- Using RSMS technology to perform any illegal act or to help others perform illegal acts

Resources for Parents

A resource parents may find valuable when talking to their children about internet safety may be found at www.onguardonline.gov. Under the section *Protect Kids Online*, families can discuss areas such as:

- Kids, Parents, and Video Games
- Child Identity Theft
- Kids' Privacy
- Talk to Your Kids
- Kids and Socializing Online
- Cyberbullying
- Kids and Mobile Phones
- Kids: Texting and Sexting
- Kids and Computer Security
- Parental Controls

Media Exposure

Rising Sun Montessori School and its teachers respect the rights of parent to make decisions about what media (television, movies, books, websites, video games, etc.) their children are exposed to and consume. However, as educators and students of child development, we are concerned about the amount and quality of the media children in our country consume, and the affect this has on their development.

The average American child spends 53 hours weekly in front of a screen, according to a recent study by the Kaiser Family Foundation. There is a growing amount of research-based evidence that all of this screen time has a negative effect on children's health, attention-span, behavior, social skills, and sense of right and wrong. Furthermore, sitting in front of a screen for hours a day means children are spending much less time in other healthful, fun, and beneficial activities (playing, reading, sports, art, etc.).

Many child-development experts recommend that young children spend as little time in front of a screen as possible, with the ideal situation being no screen time at all. Of course, this does not mean that all movies, TV shows, and video games are negative and harmful, and we respect the comfort and togetherness that some families may find in their media consumption.

Some families find that it's easier to limit media consumption if their student's school creates the limits – in this way the school takes on the burden of being the “bad guy” if children resent having their screen time limited. The recommendations of the American Academy of Pediatrics for media consumption are as follows:

- Limit children's screen time (computer, TV, video games, and movies) to 1 hour **or less** on school nights.
- The content of all media children consume should be age-appropriate.
- Students will not be permitted to discuss violent, frightening, or otherwise inappropriate TV shows, movies, or video games at school

Please be aware that when we (the Rising Sun Montessori staff) have to speak to students about inappropriate or unkind behavior or language at school, they often report that they learned it from movies or TV shows that are intended for children.

IV. Health and Wellness

General Well-Being

Parents are responsible for ensuring their child comes to school each day ready to learn. Students are “ready to learn” if they:

- have received a good night's sleep;
- have eaten a complete and nutritious breakfast;
- come to school dressed in clean, appropriate clothing;
- practice good hygiene (i.e. hair washed/combed, teeth brushed, etc.);
- come prepared to engage in the day's learning activities.
- Bring appropriate food for the time the child will spend at school, including extended day.

Student Nutrition

○ School Meals

Pursuant to California law, RSMS makes available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each schoolday.

○ Breakfast

If students do not have time to finish breakfast at home in the morning, they are welcome to bring their breakfasts to

school with them to eat before the start of class. We offer this option because the importance of breakfast for children cannot be overemphasized. Our teachers have observed a decline in students' behavior and learning abilities on days when they have not eaten breakfast. RSMS Breakfast is served 15 minutes prior to the start of school. If a student is late for breakfast, they will still receive their food but will not be able to eat it until a scheduled snack break, or they can take their meal home with them at the end of the school day.

- **Snacks**

Rising Sun provides a snack time for each student in the morning and in the afternoon. Students are asked to bring their own snacks, and students with specific dietary needs are encouraged to do so. Students are discouraged from having sweets for snacks at school.

- **Lunch**

A nutritionally balanced meal, which includes protein, fat, and fiber, will help your child succeed in the second half of the school day. Teachers encourage students to eat any dessert included in their lunch after eating their "entree" or other lunch foods. Other than this, we do not regulate or manage students' eating. We believe that attempting to exert excessive control over a child's eating invites rebellion and power struggles, and we would be happy to discuss this philosophy with parents who are interested. We ask students to put left-overs back in their lunchbox, so that parents can be aware of what their child is or isn't eating.

Unacceptable Food Items at School (unless part of an IEP or 504 plan)

- Soda/Cola, other carbonated or caffeinated drinks
- Gum

We recommend against the following items:

- Candy/Sugary treats and fast food

IF YOUR CHILD IS ALLERGIC TO ANY FOODS, PLEASE BE SURE TO INDICATE THIS IN YOUR CHILD'S EMERGENCY INFORMATION.

Illness

If your child becomes ill, please call and inform the office. For your own child's protection, and for the protection of others, please do not send your child to school if they are sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick your child up from school.

24-Hour Fever-Free Rule

If your child has been running a fever, your child should not attend school. Your child must be fever-free without the use of fever-reducing medication for at least 24 hours before returning to school. Additionally, if your child has been prescribed antibiotics, the student should have received a minimum of 24 hours' worth of treatment, and be fever free, before returning to school.

Health and Medical Conditions

The school office and administrators must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The school administrator will arrange a meeting with the parent or guardian of the child to develop an accommodation plan for the student's medical or health condition. Students with diabetes, severe asthma, severe allergies or any other medical need should have an accommodation plan on file at the school.

Treatment and School-Related Injuries

It is the policy of RSMS to treat minor injuries (scrapes, cuts, bruises, etc.) with a band-aid or ice. Parents will be notified of minor injuries at the discretion of the school administrator. When confronted with a more serious illness or injury, school staff will contact parents, and if required, transport the student to the nearest hospital or call 911.

Returning to School after an Illness or Prolonged Absence

A student returning to school after a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by a health care provider to attend school, including any recommendations regarding physical activity and exertion.

A student returning to school with sutures, casts, crutches, a wheelchair, or orthopedic brace(s) must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration.

An excuse from a physical education activity may be granted for up to 10 weeks, if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written notice of excuse from physical education activity will be accepted for up to five days; thereafter, a written request is needed from the student's health provider.

Vision and Hearing Screenings

The state requires that students undergo yearly vision & hearing screenings as follows:

- Hearing Grades 1, 2, 5, 8, Special Ed and referrals
- Vision* Grades TK, K, 2, 5, 8, Special Ed and referrals
- Color Vision* Grade 1 (males only)

RSMS will schedule a health care professional to administer the screenings.

*Vision Appraisal Waiver: The vision appraisal may be waived if the student can present a certificate from a physician or surgeon with the results of a vision test.

A parent/guardian having control or charge of any child enrolled in RSMS may file annually with the Head of School a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination.

Oral Health Assessment

Students enrolled in kindergarten in a public school, or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Communicable Diseases

Communicable diseases can spread quickly through a school and dramatically affect the attendance and learning of children. Examples of common communicable disease are: conjunctivitis (pink eye), lice, strep throat, chicken pox, Fifth Disease (slap cheek) or ringworm. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Families will receive notification when a communicable disease is evident in the classroom.

Medication at School

Any student required to take prescribed medication during school hours may be assisted by designated school personnel, or may carry a self-administer prescription auto-injectable epinephrine (EPI pen) or prescription inhaled asthma medication if RSMS receives the appropriate written directions and medical authorization by the student's physician and permission from the student's parent or legal guardian. All medications must be in their original container, be kept up to date and stored in the school office.

The written consent will remain on file at the school, and must be renewed whenever the prescription changes, expires and at the beginning of a new school year.

Medications that are not allowed, include but are not limited to:

1. Cough drops (unless administered and stored by a teacher)
2. Pain relievers such as ibuprofen, acetaminophen, aspirin
3. Sunscreen is allowed if stored by the teacher and self-administered by the student

V. Student Emergency and Safety

Accident Procedure

RSMS teachers are certified in CPR and basic first aid.

We do everything possible to prevent accidents from happening, but sometimes they do occur. If your child is seriously injured you will be contacted immediately, and a report will be filled out, and a copy given to you.

If your child has a minor injury, you may be contacted, a report may be filled out, and RSMS staff will discuss the nature of the minor injury.

Sometimes students ask for band-aids and other aids (ice packs) even when they are okay. These are our “TLC” injuries. Just remember to check with your child’s teacher if you have any questions or concerns.

Emergency Data

Every family needs to fill out a new emergency form, for each child, every school year before classes begin. These must be turned in to the RSMS office. If any of the following information changes during the school year, please notify the RSMS office.

- Home address
- Email address(es)
- Any telephone number – home, cell, workplace
- Primary Care Giver
- Doctor’s phone number
- Names and phone numbers of people we are authorized to contact in case of emergency
- Names and phone numbers of people we are authorized to release your student to
- Any court ordered changes in custody or visitation rights

Emergency Release from School

In case of emergency and to designate someone other than a parent/guardian to pick up a child from school, the names and contact numbers of additional people must be provided on the student’s Emergency form. If additional persons are added/removed throughout the year, parent/guardians must update the Emergency form.

As an added safety precaution, authorized persons may be asked to show their identification for verification purposes. Parents should inform the office when a new person will be picking up their child on a regular basis. Please be sure the office has the most up to date information in your child’s file to avoid any delays in the dismissal of your child. The school reserves the right to call the parents of the child to confirm anyone who comes to pick up their child.

Campus Safety

Rising Sun Montessori School regards the health, safety, and emotional well-being of its students to be of the highest priority. The following are ways we can ALL ensure high standards of safety are maintained:

1. Driveways and Parking Lot: Students are NEVER permitted to play in the vehicle area. When you are arriving or leaving with your child, please make sure they do not run out into the parking lot ahead of you—because of their size many vehicles cannot see them! When chatting with friends, please have your child stay in close proximity to you so you may provide direct supervision of them any time after the 15 minute dismissal time ends. (See #5 below)
2. Car Seat Law: If we see any child in a vehicle without a car seat, we are required to have the child stay at the school until a car seat is provided. Please be sure to provide the appropriate restraint system for your child based on the California State Car Seat Law.
3. Unattended Children in Cars: Children under 12 years old may not be left unattended in a vehicle at any time. If RSMS staff witness a child left unattended in a vehicle, the parent will be located immediately and asked to accompany the child. If the parent is not immediately reached, law enforcement will be notified.
4. Non-Passenger Vehicles: Children are prohibited from being transported on school property in non-passenger vehicles (ie: motorcycles).

5. Supervision of Children: Parents are responsible for providing direct, **visual** supervision of their own children and/or any children who are their guests at Rising Sun, at any time that those children are not officially in the care of staff or teachers. Children may not be on the playground, in the parking lot, or in a school building, without a parent/guardian. Rising Sun teachers and staff are not permitted to accept responsibility for the supervision of any children before 8:15am or after 3:15pm. At RSMS sponsored community events, on or off campus, even when teachers are present; parents are 100% responsible for the supervision of, and liable for the actions of, their children and/or guests.
6. Visitors: All visitors **MUST** report to the office to sign in and obtain a visitor's pass. Visitors must wear their pass easily visible to the staff. Teachers will stop people on campus that do not look familiar and ask if they have been to the office to gain permission to be on school grounds.

Please remember that we are a community at Rising Sun Montessori School, and it is the responsibility of each of us to keep the children safe.

Alcohol/Drug Free Campus

RSMS is an alcohol/drug free campus. Possession or operation under the influence of alcohol and drugs in any part of the school, or on the student or adult/guardian while on campus is prohibited.

Smoking or Use of other Tobacco Products

Possession of tobacco products in any part of the school (drug free zone 1000 feet radius) by an adult/guardian or on the student is prohibited.

Fire Drills & Emergency Evacuation Procedures

The Head of School will conduct fire drills on campus from time to time. The route of egress and alternate routes will be posted in each classroom and in each building. Students and staff will be instructed on the procedures to follow.

In the event that the school must be evacuated for an emergency, whether by natural disaster or otherwise, teachers and students will go to a temporary relocation site. Your child's teacher will call you to inform you of the evacuation and give you instructions on where to reunite with your child.

Image Use Permission

To honor the privacy and confidentiality of our students, and the personal preferences parents/guardians may have, we strongly recommend that parents do not post another child's picture on social media sites such as Facebook, YouTube, or any other public sites.

Pets on Campus

Pets are not allowed on the school grounds, unless prior arrangements have been made with the school office for a special circumstance, such as being part of the student's project or class discussion. This includes animals running free or leashed.

Rising Sun Montessori is dedicated to providing an environment where students feel safe from harm. Many students may be allergic or afraid of animals and it is our top priority to uphold the rights of the students' safety.

In addition, if you have brought your pet with you to ride along in the car, you may **NOT** allow your pet out of the car for any reason. If animals in the car/parking lot create a problem (e.g. dogs barking at parents or students), you will be asked to remove the animal from the campus immediately. Service dogs supporting individuals with disabilities who have provided administration with prior proper paperwork will be permitted on campus and school related activities.

VI. Family and the Community

Philosophy

Education research has proven that when parents or family members are involved at school in the education of their child, the child's success in school dramatically increases. In addition, we seek to create a school environment that invites family participation and involvement, working as a community united in a common purpose. In order to create a strong school community where every child can reach his/her/their fullest potential, each family must be involved at the school.

Just as we view each child as a unique individual, so we see each family as a unique partner in their child's education. Just as each child has his/her/their strengths and challenges, so does each family. With this belief, RSMS has several ways for families to be involved.

The school cannot succeed in its mission without commitment and effort from the parents who enroll their children. A strong partnership is essential. At RSMS, our vision of a partnering parent is a parent who:

- supports Rising Sun Montessori's mission.
- communicates with the school about their child.
- attends scheduled meetings and conferences.
- respects and supports the policies of the school.
- participates in school activities in whatever capacity work and other obligations permits.
- reads information received from the school and responds and/or takes action accordingly.
- treats RSMS staff with compassion and respect.

Communication Procedures for Parents

If you have a message for your child's teacher, please send an email via Montessori Compass. Teachers will respond to your message as quickly as possible. Please send an email, stop in at the office, or use Montessori Compass to communicate messages to the office as well. Teachers will not take verbal messages from parents to relay to the office or other teachers.

School Communication to Parents

Rising Sun employs many ways in which to communicate important information and events about the school. The following are some of the ways information will be conveyed to families:

- Montessori Compass
- Teacher/school emails
- Newsletters
- School Website

RSMS office numbers are 916-936-2333 and 530-350-9500. Office hours are 8:00 a.m. to 4:00 p.m. Teachers are not available to take calls during class time.

Observations/Visitors

Parents are encouraged to observe in their child's classroom. In order to preserve the peaceful atmosphere and daily routine of the classroom, we respectfully request that no more than one parent is present in the classroom at any time. You must arrange an observation time in advance by leaving a message for your teacher. Your teacher will schedule a time for you to observe. Parents observing and/or volunteering in the classroom must be fully cleared (clear TB test and clear Livescan) and are required to sign-in at the office and wear their visitor badge in accordance with our campus safety policies. Please be aware that teachers are required to give 100% of their attention to their students during school hours, and will not be able to converse with parents during observations. Please do not bring any siblings to the classroom during observation. Drop in visits are not allowed.

Volunteering

Volunteering at school is an excellent way to be involved in the education of your child in a way that also benefits the operation of the school. In order to keep all children safe and in the best interest of the school, the school requires

volunteers to be tested for tuberculosis and to be fingerprinted and cleared through the Department of Justice. Please refer to the Volunteer Guidelines for more information on volunteering and driving on field trips.

Parent-Teacher Conferences

Refer to the School Academic Calendar for conference dates. Students in K- upper elementary are not permitted to attend Parent-Teacher Conferences. Students in the Taurus classroom will be responsible for leading their parent-teacher conferences at the end of the first trimester. Your teacher will schedule your conference with you. If you desire a conference before the date indicated on the calendar, please contact your teacher.

Parent Education Night

Rising Sun Montessori may host parent nights from time to time throughout the school year to present topics of interest in the realm of education. We strongly encourage at least one parent per family be present. Parent nights provide you the opportunity to discover new information pertinent to your child's educational experience.

Parent Participation

We enjoy and welcome parent participation because the success of our school community depends on the continued involvement of families. We believe schools should be an inviting learning environment for students, as well as adults. Classroom and school-wide events provide many opportunities to support the school, to learn together, make new friends and have fun. Parents are invited to participate as an officer or member of the Parent Association. We always welcome your ideas on ways you would like to contribute to the RSMS community.

Ways for you to be involved include:

- As an officer or member of the Parent Association
- Driving or chaperoning on field trips (fully cleared)
- Participating on a Special Event Committee
- Participating on a Board of Directors Committee (by invitation)
- Helping with the cleaning and maintenance of the school buildings and grounds
- Intel employees: participation in the Intel Grant-Matching and PC-Pals programs

Confidential Information/Volunteer Confidentiality

It is our school policy to keep all information about your family and child confidential as specified in applicable laws including but not limited to the Family Education Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA). Parent volunteers must respect these laws when they participate in school activities.

If a parent shares information they learned about a student, even with that student's own parent, they can be held personally liable by the parents of the student, as well as in violation of the above laws. In the event a situation occurs which involves your child and another student, we may need to give that child's family an explanation, and in this circumstance you will be notified, and/or we may set up a meeting to discuss the situation.

Conflicts of Interest: Contact Outside of School

Rising Sun teachers and staff are not permitted to provide care for the students outside of their working relationships at school. Oftentimes this can result in a conflict of interest and pose confidentiality issues and risk of violation of FERPA and IDEA laws. Please respect our wishes to keep the confidential nature of the students and families of Rising Sun Montessori secure. Please refrain from asking Rising Sun staff to provide care for your children.

This policy has been extended to include social network sites such as *Facebook*. Rising Sun teachers and staff are not permitted to "friend," blog, or communicate with parents or students via social network sites. Please honor our policy to keep communications between staff and parents within professional boundaries by refraining from contacting our staff using these popular social media.

Rising Sun is a close-knit school community in which many people develop close friendships. We acknowledge the need to nurture these positive relationships with our students and families by hosting school-wide events that provide staff, parents, students and members of the greater community to come together to further develop these bonds.

Family Custody Obligations

Please inform the school at the time of enrollment, your preferred arrangements for communication for parents who are divorced or separated. RSMS follows child custody decisions made by the courts. In order to do this, the family must provide copies of all relative documents to the school. It is not RSMS' responsibility to obtain these documents. School staff cannot modify or make exception to any judge's ruling regarding the custody of a child.

If a child's custody arrangement has changed, a parent or guardian must provide copies of the applicable legal documents to the school. If any dispute arises at school regarding visitation or child custody, RSMS may contact the local authorities to resolve the situation. RSMS wishes to support families as much as possible in achieving the parent's goal of keeping the child's best interests as their number one consideration.

Birthdays

We encourage you to celebrate your child's birthday with their class. Your child's teacher will have a special Montessori birthday lesson in your child's honor. Under no circumstances will Rising Sun Montessori staff distribute invitations, make phone calls, or monitor R.S.V.P.'s for your child's personal birthday.

Celebration of Holiday Traditions and Cultures

At Rising Sun, we embrace and celebrate the diversity of our community by providing children opportunities to learn about the backgrounds and cultures of the students in their classrooms. We encourage families to teach us where they are from, what traditions they practice, foods they eat and any other information they would like to share. This practice helps the children and staff learn to understand each other. The sharing is meant to be informational only; Rising Sun Montessori faculty, administration or staff does not promote or impose any personal beliefs on the children or parents.

Parent Committee

The Parent Committee and other parent volunteers serve a valuable purpose to the RSMS community. The Board of Directors supports these organizations and expects and encourages cooperation from the whole school community, including students and parents.

The Board of Directors shall approve all organizations affiliated with the School. The Board of Directors, or by delegation, the Head of School, may establish additional rules governing such organizations. The Head of School or his/her/their designee shall be an *ex officio* member of any such organization.

Each parent committee affiliated with the School must establish bylaws setting forth the purpose of the organization and the rules and procedures by which it shall operate. A copy of the bylaws, and any subsequent revisions, shall be given to the Head of School and a copy shall be kept on file in the School office.

Parent committees shall secure the advice and approval of the Head of School prior to planning any function or activity in which students are to participate while under supervision of RSMS.

Unless otherwise determined by the Board of Directors, any item purchased by a parent organization for the school or a school activity becomes the property of RSMS.

Fundraising

Participating in the school's fundraising events is never required; it is strictly voluntary. Many of these events are parent-sponsored. Fundraising is a great way for the school community to work together toward a common goal, such as new playground equipment, materials for the classrooms, etc.

Lost and Found

Rising Sun has a Lost and Found basket for clothing and items that are left behind at recess/lunch. If any of your child's items turn up missing, please check the Lost and Found basket in the office. Please label all items.

Mysterious Objects

Many of the materials at the school contain small important pieces. If you find anything that doesn't look like one of your child's toys, please bring it to the office. More than likely, it belongs in the classroom.

Parent Interactions with Other Children

It is natural for children who are very young to vocally express what they see without reservation. This may include making comments to adults or children which seem hurtful, but are more often than not, just innocent observations from a child's point of view.

In any instance where you observe a child making a comment either to you, your child, or another child, please refrain from correcting the child and either allow the teacher to intervene or inform a staff member and explain the situation. It is very frightening for children to have an adult other than their teacher or parent correct them.

Respect for Property

In addition to being attractive, Montessori materials are very expensive. We invest a lot of money in our classroom materials, as well as the equipment on the school grounds. Parents will be held financially responsible for any damages to the school, whether it be materials or equipment, as well as another child's personal property as a result of your child's actions, whether purposeful or accidental.

Picture Day

Fall Picture Day is scheduled at the beginning of the school year. You are not required to purchase any of these pictures, but we would like it if all the students are present on picture day so they can be included in their class and school composite pictures.

VII. Student Conduct and Discipline

RSMS Positive Discipline Philosophy

"The discipline which reveals itself in the Montessori class is something which comes from within rather than from without." –Dr. Maria Montessori

In the Montessori environment, love and respect are the foundation upon which good discipline is based. Children learn to accept authority because it comes through genuine respect and affection for the child. Our staff strives to create an atmosphere of mutual trust and respect between themselves and the child. We use logical consequences to deal with situations.

When problems arise, staff and students work together to solve the problem; the consequence must be related, respectful and reasonable. Students participate in class meetings to collaborate on logical consequences for not keeping within the rules; for minor discipline problems we use redirection.

Montessori philosophy believes that a child will feel more secure if the child knows where the boundaries of behavior are, and if the child is aware that there is follow-through and consistency in the enforcement of basic rules.

"Thoughtfulness and politeness mark the way staff treat the children in a discipline situation. Consistency in application of the rules tends to leave the child's initiative intact." (Jane Nelson, author *Positive Discipline*)

UNDER NO CIRCUMSTANCES WILL A CHILD BE MISTREATED OR MISHANDLED. If discipline problems become a regular routine and solutions appear to be ineffective, a parent/teacher conference will be held to discuss the situation.

CORPORAL PUNISHMENT OR HUMILIATION WILL NOT BE TOLERATED ON THE PART OF ANY STAFF MEMBER.

School-wide Culture of Respect and Compassion

Rising Sun Montessori School has adopted the following standards for students, to promote consistency and provide an environment that will support their successful learning.

- Effective classroom management

- Uniform, school-wide and clear expectations for behavior
- Positive, warm interactive involvement between staff and students with emphasis on modeling of respectful behavior by staff
- Acknowledgement of positive behavior
- Clear, school-wide definitions of unacceptable behavior
- Consistently enforced, inevitable, predictable, escalating consequences for actions that are hurtful to others
- Structured opportunities for aggressive youth to reflect on, and learn from their behavior
- Classroom instruction in emotional literacy, problem-solving, and conflict resolution
- Students participate in frequent “round-table” talks on conflict resolution, use peace curriculum and the Montessori process

STUDENT CONDUCT POLICIES

Proper behavior is expected at Rising Sun Montessori School, and each student is held accountable for his/her/their own behavior. Students whose behavior is considered inappropriate and/or disruptive will be subject to the disciplinary policies outlined in this section of the handbook.

Rising Sun Montessori School's Doctrine of Respect

Rising Sun Montessori School believes that RESPECT is not only a right of each individual member of the community, but is the foundation of all our interactions and behaviors. It is the intent of Rising Sun Montessori School to provide a safe environment in which everyone—students and staff—can work, learn, and play together comfortably and productively.

To that end, any demonstration of disrespect toward the Rising Sun School community (e.g. staff, students, or school) when on Rising Sun grounds, or when away from the Rising Sun Montessori grounds as part of a RSMS event, will result in consequences that match the nature and severity of the infraction. Note that during off-campus events the Rising Sun Montessori School community is considered to include the context within which the Rising Sun Montessori group is functioning and those individuals with whom Rising Sun Montessori’s students are interacting during the course of that event. The consequences of disrespectful behavior may include but are not limited to a disciplinary note, to attending detention, in-school suspension, out-of-school suspension, and/or expulsion.

Typical Disciplinary Actions

When behavior that is unacceptable occurs, the following actions will be taken:

- For minor incidents and with younger students, staff will provide opportunities for re-direction and a chance to “try again.”
- Repeated offenses will initiate a progressive system of meetings starting with a conference between the parents/guardians and teachers.
- Should the behavior(s) continue, a Student Success Team (SST) meeting will be scheduled with a campus administrator, the teacher(s) and the parents/guardians. Other school staff and family members may also be included if deemed appropriate. In the SST process, the team identifies concerns, works together on solutions, and creates a behavior plan. It is customary for follow-up meetings to take place to discuss progress or the need for additional interventions.
- Serious incidents will lead to an immediate referral to a campus administrator. Parents/guardians will be notified by phone or in writing, and a suspension warning or expulsion may be issued.

Corporal punishment will never be used as a disciplinary measure. Corporal punishment does not include the use of reasonable force to protect students, staff, or school property.

Suspension and Expulsion

Rising Sun Montessori School has established comprehensive student conduct and discipline policies in order to provide a safe and respectful educational environment for its students, staff, and visitors to the Charter School, and to serve the best interests of the students and their families. In creating this policy, Rising Sun has reviewed Education Code Section 48900, *et seq.* which describe offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of

Education Code Section 48900 et seq. Rising Sun is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed annually as part of the Charter School's parent, student and teacher handbooks which will clearly describe the Charter School's discipline expectations. Each family will be required to verify that they have reviewed and understand the policies prior to enrollment by signing a statement at the beginning of each academic year.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Head of School's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable portions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspensions or expulsions as enumerated below.

As charter schools are schools of choice, and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal.

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Procedures

A. Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if

there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases., or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated a school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in

- conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clause.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or RSMS personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(j)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend the conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, telephone, or in person. Whenever a student is suspended, parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon recommendation of expulsion by the Head of School or designee, the student and student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Head of School or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School's Board. Each entity shall be presided over by a designated neutral hearing chairperson. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) days after the Head of School or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing will be held in a closed session (complying with all student confidentiality rules under

the Family Educational Rights and Privacy Act (“FERPA”)) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. Date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days’ notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the

witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal, counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board.

During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Head of School or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Head of School or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board following the meeting regarding the Head of School's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

a. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

b. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

c. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- ii. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the

behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

d. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

e. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- i. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- ii. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- iii. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

f. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

g. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- i. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- ii. The parent/guardian has requested an evaluation of the child.
- iii. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Weapons and Dangerous Substances:

No weapons of any kind may be brought to the school; real or imaginary. This includes the parking lots and surrounding areas of the school. We are required by law to take immediate and strong action should a student bring weapons to school. This consists of, but is not limited to, all knives, including pocket knives, daggers, martial art weapons, guns, air guns, replica guns, ammunition, incendiary devices and fireworks.

Parents are asked to discuss this with their children in an age-appropriate manner to help them understand the seriousness of these items. Parents/guardians are ultimately responsible for the child bringing such items to school and will be called immediately to pick up their child should the child be discovered to have a dangerous object. School officials have the right to search student backpacks, or other containers if the possession of a weapon or dangerous substance is suspected.

VIII. Grievance Rights and Procedures

Uniform Complaint Procedures

RSMS has the primary responsibility to insure compliance with applicable state and federal laws and regulations governing educational programs. RSMS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our local board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, mental disability, physical disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any RSMS program or activity that receives or benefits from state financial assistance. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).

2. Complaints alleging failure to comply with a state and/or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students
 - Adult Education
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families
 - Every Student Succeeds Act
 - Consolidated Categorical Aid Programs
 - Migrant Education
 - Career Technical and Technical Education and Training Programs
 - Child Care and Developmental Programs
 - Regional Occupational Centers and Special Education Programs
 - State Preschool Programs

3. Complaints alleging noncompliance with laws relating to pupil fees. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred. Complaints of noncompliance with laws relating to pupil fees are filed with the Head of School.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Karl Zierhut, Head of School
 Rising Sun Montessori School
 4940 Robert J. Mathews Pkwy.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which RSMS's Board of Directors approved the LCAP or the annual update was adopted by RSMS.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with RSMS's UCP. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from RSMS's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal RSMS's Decision to the California Department of Education ("CDE") by filing a written appeal within 30 days of the date of RSMS's written Decision, except if RSMS has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with RSMS and a copy of RSMS's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. RSMS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, RSMS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in RSMS's Decision are not supported by substantial evidence.
4. The legal conclusion in the RSMS's Decision is inconsistent with the law.
5. In a case in which RSMS Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals RSMS's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by RSMS. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If RSMS finds merit in a UCP complaint, or the CDE finds merit in an appeal, RSMS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable. A complainant may pursue available civil law remedies outside of RSMS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before

pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if RSMS has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available free of charge upon request in the Main Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Head of School.

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Rising Sun Montessori School ("RSMS") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

RSMS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.² RSMS will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in RSMS's education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom RSMS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the RSMS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by RSMS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by RSMS to provide an aid, benefit, or service under RSMS's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from RSMS's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access RSMS's education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within RSMS's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

² RSMS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in RSMS's education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
 - Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.
 - Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through RSMS.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in RSMS's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) RSMS's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in RSMS's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to RSMS that objectively can be understood as a request for RSMS to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of RSMS whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist, psychologist, clinical social worker, etc.) or an employee whom RSMS has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated RSMS's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to RSMS's education program or activity, including measures that are designed to protect the safety of the parties or RSMS's educational environment; or (2) provide support during RSMS's grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of RSMS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Karl Zierhut
 Head of School
 4940 Robert J Mathews Parkway
 El Dorado Hills, CA 95762
 (916) 936-2333
 KZierhut@risingsunmontessori.org

The Coordinator is responsible for coordinating RSMS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight

over those responsibilities and ensure RSMS's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Head of School, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. RSMS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

RSMS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

RSMS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes RSMS from requiring an employee or other person authorized by RSMS to provide aid, benefit, or service under RSMS's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees

Contact information for the confidential employees at RSMS, if any, can be found on the RSMS website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant’s request not to proceed with a complaint and the complainant’s reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant’s willingness to participate in the grievance procedures; and
- Whether RSMS could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents RSMS from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within RSMS’s education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or RSMS’s educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator’s decision on the request to modify supportive measures, the party may contact the Chair of the RSMS Board, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of RSMS’s decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under RSMS's Title IX grievance procedures, RSMS may offer an informal resolution process to the parties. RSMS does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by RSMS for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. RSMS will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

RSMS has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in RSMS's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

RSMS requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

RSMS will treat complainants and respondents equitably. RSMS presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

RSMS may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

RSMS allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

RSMS will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures.

The parties shall not engage in retaliation, including against witnesses.

RSMS will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.³ Credibility determinations will not be based on a person’s status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student’s IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (“IDEA”) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”) throughout the grievance procedures.

Dismissal

In most cases, RSMS will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

RSMS may dismiss a complaint if:

- RSMS is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in RSMS’s education program or activity and is not employed by RSMS;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and RSMS determines that, without the complainant’s withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- RSMS determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, RSMS will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant’s right to appeal the dismissal in writing on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent’s right to appeal the dismissal in writing on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable RSMS policy.

Appeal of a Dismissal

If a dismissal is timely appealed in writing in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties’ right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties

³ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

whose identities are known. The notice will include:

- RSMS's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to RSMS;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if RSMS provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

RSMS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with RSMS's policies.

RSMS may remove a respondent from RSMS's education program or activity on an emergency basis, in accordance with RSMS's policies, provided that RSMS undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. RSMS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by RSMS to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless RSMS obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

RSMS will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find RSMS's determination unsatisfactory, the party may, within five (5) business days of notice of RSMS's determination, submit a written appeal to the Chair of the RSMS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from RSMS or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by RSMS including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within RSMS's education program or activity.

No party, witness, or other person participating in RSMS's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on RSMS's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

RSMS will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the RSMS employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to RSMS's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of RSMS's obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;

- Provide RSMS's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any RSMS leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing RSMS's grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

RSMS will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions RSMS took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. RSMS will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize RSMS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by RSMS:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

2024-25 Annual Notice Guide to Families

A. Annual Notices

Animal Dissections

Students at the Rising Sun Montessori School (“RSMS” or “Charter School”) may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student’s moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student’s personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student’s personal electronic device, without searching its contents, if the student’s use or possession of the private electronic device is in violation of Charter School rules or regulations.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Diabetes

Type 1 Diabetes

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.

- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

Risk Factors

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.

- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

Type 2 Diabetes

Description

Type 2 diabetes is the most common form of diabetes in adults. Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the U.S. Centers for Disease Control and Prevention ("CDC"), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.

- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels Type 2 Diabetes Prevention

Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch website [can be found here](#).

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *“Foster youth”* means any of the following:
 1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code (“WIC”).
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.⁴
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

⁴ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

- “*Newcomer pupil*” is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.
- “*Educational Rights Holder*” (“*ERH*”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- “*Partial coursework satisfactorily completed*” includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian” or “ERH.”

Foster and Mobile Youth Liaison: The Head of School or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Nick Smith
 Front Office Administrator
 4940 Robert J Mathews Parkway, El Dorado Hills CA 95762
nsmith@risingsunmontessori.org
 916-936-2333 ext. 101

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.

2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on no schooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from

taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s Student Records Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Board of Directors designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Nick Smith, Front Office Administrator
4940 Robert J. Mathews Parkway El Dorado Hills CA 95762
nsmith@risingsunmontessori.org
916-936-2333

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School’s charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child’s status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student’s status changed.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil’s parent, guardian, educational rights holder, Indian custodian⁵ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. “Intersession program” means an expanded learning program offered by the Charter School on non-school days, including, but not limited to, summer school. “Indian custodian” is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the Charter School’s main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School’s complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available in the Charter School’s main office.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School

⁵ “Indian custodian” means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code.*

will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School’s website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations are included in the Table on the next page (page 65):

Child's Grade	List of shots required to attend school
TK/K-12 Admission	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also

helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services –Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Justine Jorgensen at 916-936-2333 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact Nick Smith at 916-936-2333

Available in the Community:

El Dorado County Behavioral Health Services, Western Slope Office
768 Pleasant Valley Road, Suite 201
Diamond Springs, CA 95619
530.621.6290
916.358.3555 x6290
Fax: 530.295.2532

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete’s parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Head of School a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the UCP Compliance Officer.

A copy of the UCP is available on the Charter School's website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Head of School.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child’s parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person’s child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available on the RSMS website.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction

- The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Head of School or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Head of School or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or

eligible student, the Head of School must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School’s Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student’s enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student’s education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student’s enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student’s cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent’s or eligible student’s last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student’s application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s or eligible student’s prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Head of School in writing at the time of enrollment or re-enrollment. A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"⁶) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"⁷) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link: <https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

Surveys About Personal Beliefs

⁶ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

⁷ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

Unless the student’s parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student’s, or the student’s parents’ or guardians’ personal beliefs or practices in sex, family life, morality, or religion.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School’s Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Head of School or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Universal School Meals

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each schoolday to any student who requests a meal without consideration of the student’s eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each schoolday.

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office or online at [RSMSmeal.com](https://www.rsmsmeal.com). Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

Based on a parent/guardian’s annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried. Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus. Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

A copy of the complete Policy, which includes the Charter School’s meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student’s educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School’s records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student’s parent or guardian may access the student’s records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Head of School.

Work Permits

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: <https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

This page intentionally left blank

RSMS FAMILY HANDBOOK

Family Acknowledgement

Student Name: _____

Dear Parents/Guardians,

Please sign and return to the office to acknowledge you have read and reviewed the Rising Sun Montessori School Family Handbook.

~~~~~

I pledge to comply with said policies as stated in the Rising Sun Montessori School Family Handbook. I also understand that if I have any questions about any school policy or procedure, it is my responsibility to seek clarification from the school administration.

My signature verifies that I have received and read the Rising Sun Montessori School Family Handbook.

Parent/Guardian(s): \_\_\_\_\_

Please print

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Please print

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Please print

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Student(s):

\_\_\_\_\_  
Student Please Print or Sign Name

\_\_\_\_\_  
Student Please Print or Sign Name

\_\_\_\_\_  
Student Please Print or Sign Name